

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

## Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

## CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

**Pillars of Community Schools:** Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

**Key Conditions for Learning in a Community School:** Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

**Cornerstone Commitments of Community Schools:** A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

**Proven Practices of Community Schools:** Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

## Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Achieve Academy 1700 28th Ave Oakland CA, 94601 (510) 904 6440

## Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

### Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

#### Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

At Achieve Academy, we envision our community school as a beacon of inclusion and progressive education where every member is valued and empowered. Our commitment to the California Community Schools Framework is deeply integrated into our daily operations and future aspirations, reflecting our dedication to the overarching values:

#### **Racially-just, Relationship-centered Spaces:**

Future Focus: We will continue to cultivate an environment where diversity, equity, inclusion, and anti-racism (DEIA) are not only integrated into our curriculum but are also practiced across all school interactions. We are dedicated to deepening our commitment to creating racially-just, relationship-centered spaces by enhancing our ongoing DEIA training. Our future training sessions will cover key topics such as unconscious bias, cultural competence, intersectionality, and systemic inequality. We aim to equip our staff not only to understand these concepts but also to implement strategies that actively promote equity in the classroom and beyond. This includes using anti-racist pedagogies and creating inclusive curricula that reflect the diversity of our student body.

### **Shared Power**

Future Focus: Achieve Academy is committed to enhancing our model of shared governance. Building on our existing practices of annual site-planning and community meetings, we will expand our engagement processes to include more diverse voices from our community, particularly those less heard. Our goal is to foster a truly collaborative environment where decisions are shaped by the collective insights and aspirations of our students, families, and staff.

### **Classroom-community Connections**

Future Focus: We will strengthen our ties between classrooms and the community by intensifying our efforts in transparent communication and parental involvement. By hosting more student-led conferences and educational events on literacy and math, we aim to equip families with the tools needed to actively participate in their children's education. Regular updates on student progress will become more detailed and accessible, ensuring every family is well-informed and engaged.

### **A Focus on Continuous Improvement and Possibility Thinking**

Future Focus: Our continuous improvement processes will become more agile, incorporating real-time data and feedback to better meet the needs of our community. By utilizing data from surveys and feedback mechanisms more effectively, we will not only address immediate areas for improvement but also anticipate future challenges and opportunities. Our community's capacity to adapt and innovate will be key in maintaining high educational standards and fulfilling every student's potential.

Achieve Academy is not just adopting a community school model; we are embodying it, ensuring that as we move forward, our practices are not only maintained but also enhanced, mirroring the growth and evolving needs of our vibrant school community.

**Part B:** As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

As Achieve Academy advances with the implementation grant process, we are committed to a thorough and inclusive engagement strategy that deeply integrates the views of all stakeholders. This approach is particularly designed to ensure that historically marginalized students and families actively participate in determining the priorities and vision for our community school.

### **Engaging Different Groups:**

#### **1. Administrators, Certificated and Classified Staff:**

Regular staff meetings and forums will continue to serve as platforms for discussion on community school strategies and feedback collection. Empathy activities such as staff shadows will be crucial for fostering mutual understanding and cohesive teamwork across various roles within the school. To further enhance decision-making and policy development at Achieve Academy, we will sustain an Admin Advisory made up of teacher and classified leaders. This group will advise the administration and share in decision-making, ensuring that various perspectives within the school are represented in policy and practice. This initiative promotes a collaborative leadership model that respects and incorporates the insights of our diverse staff. Additionally, ongoing collaboration with the Education for Change Educators Union will be crucial. This partnership ensures that the voices of our educators are heard, promoting a harmonious work environment and aligning educational strategies with the needs and rights of staff. Together, we will continue to focus on developing policies and practices that support both student learning and staff well-being.

#### **2. Students:**

Achieve Academy will expand its use of student shadows and interviews to gain deeper insights into the students' daily experiences. We will establish student advisory groups to give students a significant voice in decisions that affect their school life. Additionally, we will implement ongoing surveys focused on belonging and inclusion, which will be analyzed by a student culture team. This team will identify subgroups of students who may feel they do not fully belong (African American student, Middle eastern Students, and Students with Disabilities), and develop targeted plans to address these gaps, ensuring all students feel valued and included.

#### **3. Families and Community Members:**

Family engagement will be deepened through expanded classroom walkthroughs, allowing families to observe and provide feedback on teaching methods and school culture. Visioning exercises and community forums will be employed to gather a wide array of opinions on how the school can continue to improve and evolve. Achieve Academy aims to create a partnership with families that is based on transparency, mutual respect, and active collaboration. By equipping families with the knowledge and resources to support their children's education, and by providing them with leadership opportunities through School Champion meetings, we aim to forge a stronger, more connected school community.

#### **Family Engagement Initiatives:**

- **Ongoing Community Meetings:** Achieve Academy will hold regular community meetings where important school-wide information is shared with families. These meetings serve as a platform for open communication between the school administration and parents, ensuring that families are well-informed about school policies, developments, and opportunities for involvement.

#### **School Champion Meetings:**

- We will continue to support and expand our School Champion meetings, where parent leaders take the lead in driving school initiatives. This program empowers parents to take active roles in shaping the educational environment and community activities, fostering a strong sense of ownership and partnership within the school community.

Enhanced Understanding of Academic Data and Expectations:

- A key focus will be on ensuring that families thoroughly understand their children’s academic data and grade-level expectations. We will provide workshops and resource materials designed to demystify academic standards and assessments, helping parents to effectively support their children’s learning trajectories.

Resources for At-Home Learning Support:

- Recognizing the critical role that families play in their children’s education, Achieve Academy will develop a robust set of resources to equip parents with the tools needed to support learning at home. This will include educational materials, online resources, and guidance on creating conducive learning environments at home.

**4. Community Partners:**

Our partnerships with key community organizations like Families in Action, East Bay Agency for Youth and Children, La Clinica, and Voces Mayan play a pivotal role in enhancing our resource network and aligning our efforts with broader community needs. Each partner brings specialized resources and expertise that contribute significantly to our community school framework:

These partnerships enable:

**Families in Action:** Initiatives focused on parental engagement and advocacy in education.

**East Bay Agency for Youth and Children:** Programs that support youth development through after school programming and mental health services.

**La Clinica:** Access to physical and mental health services that support student well-being and readiness for learning.

**Voces Mayan:** Cultural and linguistic support to Mayan families, ensuring their active participation in school community dialogues and decision-making processes.

**Special Focus on Historically Marginalized Groups:**

Achieve Academy will continue to prioritize engagement with historically marginalized groups by: Hosting affinity family and student groups to provide a platform for discussing unique challenges and gathering feedback that addresses specific community needs. We will also analyze achievement and culture data across subgroups and offer multiple and varied means for students, families, and staff to provide feedback.

Implementing a bilingual education program that not only assists students in maintaining proficiency in their home languages but also facilitates English learning among family members. This initiative strengthens family involvement in educational processes and improves communication within the school community.

Through these strategic initiatives, Achieve Academy is dedicated to fostering a fully inclusive and responsive community school environment, where every member’s voice is heard and valued, and where every student has the opportunity to thrive.

**Part C:** As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

<b>Draft Collective Priority</b>	<b>Outcome/Indicators you aim to improve</b>
<p><b>Goal Area: Positive and Restorative School Climate</b>                      Achieve Academy will implement a school-wide problem-solving protocol to equip students, staff, and families with conflict resolution skills, aiming to improve interpersonal relationships and respect among peers. By the end of the school year, we aim to achieve a 20% increase in positive responses on student belonging surveys concerning "getting along with peers" and "respect from peers." To reach this goal, all staff and students will be trained on the protocol at the beginning of the school year, with ongoing bi-monthly refresher sessions to reinforce these skills throughout the year.</p> <p><b>Theory of Action</b>                      If we implement a comprehensive problem-solving protocol that is taught to all staff, students, and their families, and if we provide consistent training and resources to reinforce these skills,</p> <p>Then students will be better equipped to handle conflicts constructively and efficiently on their own.</p> <p>Because enhancing students' ability to resolve conflicts and understand diverse perspectives will lead to improved relationships among peers and a more respectful school climate,</p> <p>Therefore, we expect to see a measurable increase in positive feedback on student belonging and respect indicators, as students apply these skills in their daily interactions.</p>	<p><b>Outcome/Indicators Aimed to Improve:</b>                      Achieve Academy is committed to enhancing the school climate by fostering a more inclusive and supportive environment. Our goal is to significantly reduce disparities in feelings of belonging and inclusion among student subgroups, as indicated by our surveys, and to decrease the number of behavior referrals across the school.</p> <p><b>Metrics/Indicators of Success:</b></p> <ul style="list-style-type: none"> <li>• Success will be measured by a 20% improvement in "getting along with peers" and "respect from peers" on student belonging surveys.</li> <li>• Additionally, we aim to see a reduction in behavioral referrals by 15% by the end of the school year.</li> <li>• Effective implementation will also be evidenced by increased efficacy among staff in supporting students to solve problems productively, which will be assessed through staff feedback and the frequency of their intervention in student conflicts.</li> </ul>

**Goal Area: Authentic Family and Community Engagement, Collaborative Leadership**

Achieve Academy will enhance family and community engagement by leveraging existing structures and resources to improve parental understanding of academic expectations and support at home. This initiative aims to bolster slow academic growth observed grades 1-5, specifically focusing on literacy. By the end of the academic year, we aim to increase parental involvement in learning activities and improve communication between families and school staff.

**Theory of Action**

If we utilize structures such as Families in Action (FIA), family math and literacy nights, IEP meetings, and student-led conferences to provide parents with clear, actionable information and resources about their children’s academic standards and progress,

Then families will be better equipped to understand and meet academic expectations, providing more effective support for their children at home.

Because informed and engaged families play a crucial role in enhancing student achievement and fostering a supportive learning environment,

Therefore, we expect to see improved academic performance among students in grades 1-5, with a specific focus on literacy, and increased family participation in educational support activities.

Outcome/Indicators Aimed to Improve: Achieve Academy is dedicated to fostering deeper family involvement and building stronger school-family partnerships. Our goal is to improve academic outcomes grades 1-5 by enhancing parental understanding and involvement in their children’s education, particularly in literacy.

**Outcome/Indicators Aimed to Improve:** Achieve Academy is dedicated to fostering deeper family involvement and building stronger school-family partnerships. Our goal is to improve academic outcomes for students in grades 1-5 by enhancing parental understanding and involvement in their children’s education, particularly in literacy.

**Metrics/Indicators of Success:**

- Success will be measured by a 15% increase in family attendance at school-hosted educational events.
- A 20% increase in positive feedback from families on understanding their child’s academic progress.
- Observable improvements in student academic performance in targeted grades, with a specific metric of a 15% improvement in literacy proficiency scores by the end of the school year.



**Goal Area: Extended learning time and opportunities**

Achieve Academy will utilize Extended Learning Opportunities Program (ELOP) funds to provide a comprehensive array of enrichment activities, including summer camps, school break camps, enrichment clubs, home language programs, and Saturday family field trips. These programs, highly requested by our families, are designed to engage students outside of regular school hours, increasing their sense of belonging, offering them choices in learning, boosting their engagement and motivation, and creating well-rounded educational experiences. The initiative specifically aims to address and reduce the disparities in access to enrichment activities that low-income students face compared to their more affluent peers. By the end of the school year, we aim to see measurable improvements in student engagement and equity in access to learning opportunities.

**Theory of Action**

If we implement a diverse suite of enrichment activities funded by ELOP, tailored to the interests and needs of our students,

Then students will have increased opportunities to engage in learning outside of the traditional classroom setting, which will cater to their diverse learning styles and interests.

Because providing students with varied and meaningful enrichment opportunities is crucial for fostering a sense of belonging and motivation, and because these opportunities enable students to explore new areas of learning and personal growth,

Therefore, we expect to see an increased engagement in school activities, a higher sense of belonging among students, and a reduction in disparities in access to enrichment opportunities, particularly among low-income students.

Outcome/Indicators Aimed to Improve: Achieve Academy is committed to enhancing student engagement and addressing educational inequities through expanded learning opportunities. Our goal is to

**Outcome/Indicators Aimed to Improve:** Achieve Academy is committed to enhancing student engagement and addressing educational inequities through expanded learning opportunities. Our goal is to provide equitable access to enrichment activities, thereby fostering a more inclusive and engaging learning environment.

**Metrics/Indicators of Success:**

- Success will be measured by a 25% increase in participation in enrichment activities among low-income students.
- Improvement in student reports of belonging and engagement as measured by a 20% increase in positive responses in student surveys.
- Family satisfaction with the enrichment opportunities, aiming for an 80% positive feedback rate on family surveys regarding the quality and impact of the programs.
- Observations of increased choice and autonomy in student learning, with documented examples of student-led projects and initiatives stemming from these enrichment activities.

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## Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

## **Site Level Goals and Measures of Progress**

Goals

Action Steps

**Increase Staff Cultural Competence and Understanding**

Achieve Academy will enhance the cultural competence of its staff by deepening their understanding of the unique immigration stories and systemic challenges that impact our students and their families. By the end of the school year, the goal is to have all staff trained in culturally competent practices that enable them to effectively engage with and support the diverse needs of our school community.

**1. Training Workshops on Immigration and Systemic Oppression:**

- Organize a series of workshops led by qualified external facilitators who specialize in immigration issues and the impact of systemic oppression on educational success.
- Timeline: Begin the series in the first quarter of the school year and complete the initial round of sessions by mid-year.

**2. Development of Culturally Competent Relationship-building Skills:**

- Implement training sessions that focus on culturally responsive teaching and relationship-building strategies, emphasizing respect, empathy, and understanding of diverse cultural backgrounds.
- Timeline: Conduct these sessions throughout the second quarter of the school year.

**3. Creation of a Resource Library:**

- Develop a resource library that includes materials on cultural competence, the histories and backgrounds of the communities served by the school, and strategies for engaging effectively with families from diverse backgrounds.
- Timeline: Compile and launch the resource library by the end of the first quarter.

**4. Ongoing Evaluation and Feedback:**

- Establish a feedback loop with staff and families to evaluate the effectiveness of the training and interactions, with adjustments made based on feedback to improve understanding and practices continuously.
- Timeline: Start feedback collection at the mid-year point and complete the final evaluation accordingly for the fourth quarter.

**Measures of Progress:**

- Staff Competence Evaluation: Conduct pre- and post-training assessments to measure increases in cultural competence among staff members.
- Feedback from Families: Regularly collect feedback from families regarding their interactions with school staff, aiming for a 20% improvement in family satisfaction with staff responsiveness and understanding by the end of the year.
- Engagement Metrics: Track engagement in the provided workshops and use of the resource library, aiming for at least 80% participation.

## **Strategy 3: Collaborative Leadership**

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

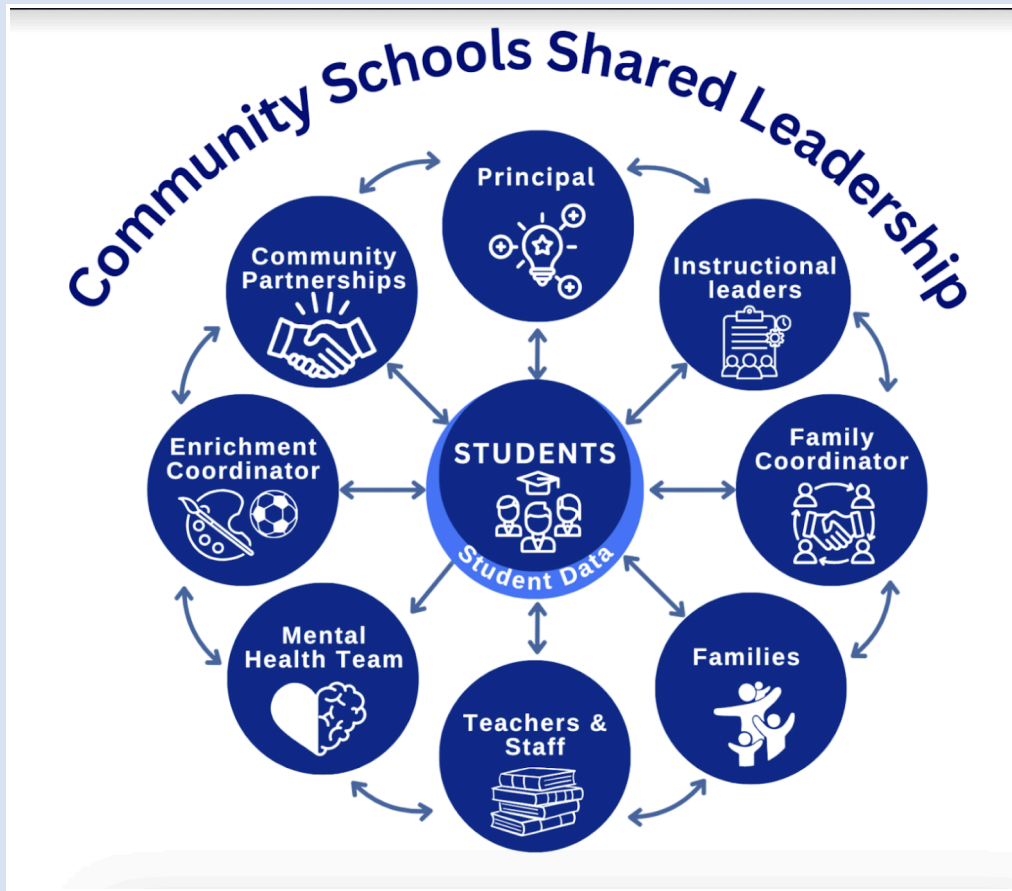
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

## Site Level Goals and Measures of Progress

Goals	Action Steps
<p><b>Goal: Strengthen and Expand Collaborative Leadership Structures</b></p> <p>Achieve Academy will strengthen and expand its collaborative leadership structures to ensure that all stakeholders—students, staff, families, and community members—have a meaningful role in the decision-making processes. By the end of the school year, the goal is to have a fully operational, site-level shared leadership structure that includes representation from all stakeholder groups, ensuring decisions are reflective of our diverse community’s needs and aspirations.</p>	<p><b>Establish a Site-Level Steering Committee:</b></p> <ul style="list-style-type: none"> <li>● Form a steering committee comprising representatives staff, families, and community partners. This committee will guide the implementation of school-wide policies.</li> <li>● Timeline: Complete formation and hold the first meeting by the end of the first quarter.</li> </ul> <p><b>Conduct Regular Community Engagement Sessions:</b></p> <ul style="list-style-type: none"> <li>● Hold monthly community engagement sessions to gather input, share updates, and discuss concerns directly with stakeholders, enhancing transparency and trust.</li> <li>● Start sessions in the second month of the school year and continue monthly.</li> </ul> <p><b>Training for Collaborative Decision-Making:</b></p> <ul style="list-style-type: none"> <li>● Provide training for all members of the steering committee and interested stakeholders on effective collaborative decision-making, conflict resolution, and leadership skills.</li> <li>● Timeline: Conduct training sessions by the end of the school year.</li> </ul> <p><b>Develop and Implement a Feedback System:</b></p> <ul style="list-style-type: none"> <li>● Implement a structured feedback system to evaluate the effectiveness of the collaborative leadership structure, including surveys and focus groups.</li> <li>● Timeline: Deploy initial feedback systems by mid-year, with ongoing review and adjustments.</li> </ul> <p><b>Measures of Progress:</b></p> <ul style="list-style-type: none"> <li>● Composition and Functionality of Steering Committee:</li> <li>● Track the establishment and activity level of the steering committee, aiming for at least 90% attendance at meetings and action from all groups.</li> <li>● Engagement in Decision-Making: Measure the engagement level of stakeholders in decision-making processes through participation metrics in community sessions and feedback on their impact.</li> <li>● Satisfaction with Collaborative Processes: Conduct bi-annual surveys to assess stakeholder satisfaction with the collaborative processes, aiming for an 80% satisfaction rate by the end of the year.</li> </ul>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):



The provided image illustrates a robust and interconnected model of shared leadership within a community school, with students and student data positioned at the center. This central positioning underscores the school's commitment to keeping student needs and outcomes at the forefront of all decision-making processes.

**Shared Decision-Making:**

The circular arrangement of key stakeholder roles—including the Principal, Instructional Leaders, Family Coordinator, Teachers & Staff, Mental Health Team, Enrichment Coordinator, Families, and Community Partnerships—depicts a dynamic and inclusive approach to leadership. The arrows connecting each role emphasize the flow of communication and collaborative decision-making among all parties. This structure ensures that decisions are not made in isolation but are the result of collective input and consensus, promoting transparency and inclusivity.

**Collective Responsibility:**

Each stakeholder group is represented equally around the circle, signifying their collective responsibility in supporting student success. The roles are interlinked, highlighting the interconnectedness of their efforts. For example, the collaboration between the Mental Health Team and Teachers & Staff ensures that student well-being is addressed holistically, while the Enrichment Coordinator and Families work together to provide well-rounded learning experiences. This shared responsibility fosters a sense of ownership and accountability among all members of the school community.

**Responsiveness to Community Needs:**

The model's design reflects a commitment to being responsive to the needs of the community. By engaging diverse stakeholder groups, including families and community partners, the school can better understand and address the unique needs and challenges faced by its students. The inclusion of roles such as the Family Coordinator and Community Partnerships ensures that the school remains attuned to the voices and concerns of families and the broader community, enabling it to adapt and respond effectively to changing circumstances.

This holistic and inclusive approach ensures that every stakeholder has a role in driving educational outcomes and supporting student success.

**Strategy 4: Sustaining Staff and Resources**

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

**Site Level Goals and Measures of Progress**

Goals	Action Steps
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Achieve Academy will ensure that staffing serves the target student population by recruiting and hiring diverse, multilingual staff. By the end of the school year, our goal is to have a robust, diverse team in place, equipped to support our community school initiatives and maintain continuous progress and improvement.

**Recruitment of Diverse, Multilingual Staff:**

- Action: Actively recruit diverse, multilingual staff through partnerships with local universities, community organizations, and professional networks.
- Timeline: Begin recruitment efforts immediately and aim to fill key positions by the start of the next school year.
- Measure of Success: Achieve a 20% increase in the diversity of staff and ensure all home languages represented on campus have corresponding translation support.

**Establish Site-level Coordinators:**

- Action: Identify and hire site-level coordinators responsible for overseeing specific community school initiatives at each school site.
- Timeline: Complete the selection of site-level coordinators by the end of the first semester.
- Measure of Success: Each Community School initiative is assigned a school leader

**Development of Sustainability Plans:**

- Action: Collaborate with district leadership and community partners to develop sustainability plans that secure long-term funding for core staffing positions.
- Timeline: Draft initial sustainability plans by the end of the first semester and finalize them by the end of the school year.
- Measure of Success: Establish funding commitments that ensure core staffing is maintained beyond the initial grant period.

**Distributed Leadership and Collaboration:**

- Action: Continue to implement systems of communication and information sharing among the Assistant Principal, Family Coordinator, Family Resource Center, Enrichment Team, Health Team, Instructional Leaders, and Principal.
- Timeline: Ongoing throughout the school year.
- Measure of Success: Regular, documented meetings and collaborative sessions that ensure all aspects of the CCSPP are implemented effectively.

**Oversight and Evaluation:**

	<ul style="list-style-type: none"> <li>● Action: The Principal and Assistant Principal will oversee the implementation of community school initiatives, ensuring alignment with CCSPP goals.</li> <li>● Timeline: Conduct quarterly evaluations to assess progress and make necessary adjustments.</li> <li>● Measure of Success: Successful implementation of community school initiatives as evidenced by regular and positive feedback from stakeholders.</li> </ul>
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**Key Staff/Personnel**

Shawna Myers	Principal, oversees overall implementation of CCSPP plan, provides leadership coaching school leaders who support specific aspects of the CCSPP plan, ensures teaching staff implement academic, school culture, and famile engagement aspects of CCSPP plan
Michelle Sit	Assistant Principal, oversees implementation of Enrichment programming and partnerships and coaches enrichment staff
Lauren Kearse, Yu-Ting Chen	Assistant Principals of Instruction, oversees implementation of tie 1 and 2 academic instruction and intervention
Isabel Gomez	Family Coordinator, oversees family leadership development and FIA partnership, collaborates with instructional team to provide family-facing education on academic achievement
Shana Barchas	School Counselor, coordinates mental health services across the school serves as a resource to staff on tier 1 and tier 2 mental health services
Johana Flores	Family Resource Coordinator, oversees delivery of family resources services and programming, works in collaboration with Family Coordinator

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Achieve Academy has established many of the necessary systems and structures, which are already secured in our budget. To ensure sustainability beyond the life of the implementation grant, we will undertake the following steps:

**Continuous Analysis of Funding and Spending:**

- Action: Implement a robust financial analysis system to monitor and evaluate funding and spending continuously.
- Objective: Ensure that funds are maximized and allocated effectively to serve students and sustain key programming.
- Measure of Success: Regular financial reports and audits demonstrating efficient use of funds and the sustainability of key programs.

**Annual Stakeholder Engagement:**

- Action: Conduct yearly stakeholder engagement sessions, including surveys, focus groups, and community forums with students, families, staff, and community partners.
- Objective: Gather comprehensive feedback to evaluate the effectiveness of current programming and identify emerging needs.
- Measure of Success: High participation rates in engagement activities and actionable feedback that informs program adjustments.

**Annual Program Evaluation:**

- Action: Perform an annual evaluation of all programming, assessing their impact, relevance, and alignment with community needs.
- Objective: Ensure programming continues to meet the needs of the community and remains relevant and effective.
- Measure of Success: Detailed evaluation reports with recommendations for improvements and strategic adjustments.

**Strategic Allocation of Funds:**

- Action: Use the insights gained from financial analyses and stakeholder feedback to make informed decisions about the allocation of funds.
- Objective: Prioritize funding for the most impactful and necessary programs to maintain their operation.
- Measure of Success: A balanced budget that reflects strategic priorities and sustained key programs.

**Diversification of Funding Sources:**

- Action: Identify and pursue additional funding opportunities through grants, partnerships, and community fundraising initiatives.
- Objective: Reduce reliance on any single funding source and create a more stable and diverse financial base.
- Measure of Success: Increased number and diversity of funding sources contributing to the school's budget.

**Strengthening Partnerships:**

- Action: Continue to build and strengthen partnerships with local businesses, community organizations, and higher education institutions.
- Objective: Leverage community resources and expertise to support school programming and operations.
- Measure of Success: Enhanced support from community partners and increased in-kind contributions and collaborations.

By focusing on these strategic actions, Achieve Academy will ensure that the essential programs and services established through the implementation grant are sustained long into the future, continuously meeting the needs of our students and community.

## Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

Goals

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**Increase Enrichment Partnerships to Deliver High-Quality, Engaging Enrichment to Students Outside of School Hours**

**Identify Potential Partners:**

- Action: Research and identify potential community organizations and businesses that offer enrichment programs aligned with our students' interests and needs.
- Timeline: Conduct research and initial outreach by the end of the first quarter.
- Measure of Success: Compile a list of at least five potential enrichment partners.

**Establish Partnerships:**

- Action: Initiate meetings and discussions with identified partners to establish formal partnerships.
- Timeline: Secure agreements with at least three new enrichment partners by mid-year.
- Measure of Success: Formalize partnerships through MOUs or contracts.

**Program Implementation:**

- Action: Collaborate with partners to develop and implement enrichment programs, ensuring they are high-quality and engaging.
- Timeline: Launch new enrichment programs at the start of the next school term.
- Measure of Success: Successfully implement and run at least three new enrichment programs.

**Evaluate and Adjust:**

- Action: Collect feedback from students, parents, and partners to evaluate the effectiveness of the programs and make necessary adjustments.
- Timeline: Conduct evaluations at the end of each program cycle.
- Measure of Success: High satisfaction rates from students and parents, with improvements implemented based on feedback.

**Increase Partnership Effectiveness with Families in Action (FIA) to Harness Parent Leadership to Drive Educational Outcomes**

**Strengthen Communication Channels:**

- Action: Enhance communication channels between FIA and the school to ensure regular, transparent, and effective communication.
- Timeline: Establish improved communication protocols by the end of the first quarter.
- Measure of Success: Regular, bi-monthly meetings and communication updates with FIA.

**Develop Leadership Training for Parents:**

- Action: Enhance leadership training program for parents involved with FIA to empower them with the skills needed drive educational outcomes.
- Timeline: Develop the training curriculum by mid-year and launch the program in the second semester.
- Measure of Success: Train at least 20 parents through the leadership program by the end of the school year.

**Collaborative Goal Setting:**

- Action: Work with FIA to set collaborative goals focused on improving educational outcomes for students, driven by parent leadership.
- Timeline: Establish goals and action plans during the first quarter.
- Measure of Success: Set and achieve at least three collaborative goals by the end of the school year.

**Monitor and Evaluate Impact:**

- Action: Continuously monitor and evaluate the impact of t with FIA on student educational outcomes.
- Timeline: Conduct evaluations at the end of each semester.
- Measure of Success: Demonstrated improvements in key educational outcomes, such as increased student engagement, attendance, and academic performance.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Achieve Academy has established and plans to further develop strategic partnerships that align with our vision and priorities, focusing on enhancing educational outcomes, supporting student well-being, and fostering a strong sense of community. Our key partnerships include Families in Action (FIA), East Bay Agency for Youth and Children, La Clinica, Voces Mayan, and various enrichment program providers. These partnerships are responsive to the needs and priorities of students, staff, families, and community members through continuous engagement, collaboration, and feedback mechanisms.

### **Established Partnerships**

#### **1. Families in Action (FIA):**

- Focus: Parent Leadership and Engagement
- Description: FIA collaborates with Achieve Academy to harness the power of parent leadership in driving educational outcomes. We conduct regular parent leadership training and engage parents in decision-making processes through site planning and advisory councils.
- Responsiveness: FIA helps ensure that parents are well-informed and empowered to support their children's education. This partnership aligns with our priority of fostering strong family-school connections and enhancing community involvement.

#### **2. East Bay Agency for Youth and Children:**

- Focus: Youth Development and Support
- Description: This partnership provides after-school programs, mentoring, and social-emotional learning opportunities for our students. Their services are integrated into our school day and extended learning programs.
- Responsiveness: By addressing the social and emotional needs of students, this partnership supports our vision of developing well-rounded individuals and promoting a positive school climate.

#### **3. La Clinica:**

- Focus: Health and Wellness
- Description: La Clinica offers health services, including physical, mental, and dental health support, directly on our campus. They provide essential health education and preventive care to students and families.
- Responsiveness: Access to comprehensive health services ensures that students are healthy and ready to learn, aligning with our goal of supporting the whole child.

#### **4. Voces Mayan:**

- Focus: Cultural and Linguistic Support
- Description: Voces Mayan provides language and cultural support to our Mayan-speaking families, ensuring they have access to school information and resources in their home language.
- Responsiveness: This partnership promotes inclusivity and ensures that all families can fully participate in their children's education, reflecting our commitment to diversity and equity.

#### **5. Enrichment Program Providers:**

- Focus: Extended Learning and Enrichment
- Description: Achieve Academy collaborates with various organizations to offer a wide range of enrichment activities, such as summer camps, school break camps, enrichment clubs, home language programs, and family field trips.
- Responsiveness: These programs provide students with opportunities to explore their interests, develop new skills, and enhance their sense of belonging. They address the community's need for engaging and diverse learning experiences outside of regular school hours.

### **Planned Partnerships**

#### **1. Community-Based Organizations:**

- Focus: Additional Support Services
- Description: We plan to establish partnerships with more community-based organizations to offer services such as tutoring, college and career readiness programs, and additional mental health support.
- Responsiveness: These partnerships will expand the range of resources available to our students, ensuring that their academic, social, and emotional needs are met comprehensively.

#### **2. Local Businesses:**

- Focus: Career Exploration and Real-World Learning
- Description: Partnering with local businesses will provide students with opportunities for internships, job shadowing, and real-world learning experiences.
- Responsiveness: These partnerships will help students connect classroom learning to real-world applications, fostering a sense of purpose and preparing them for future careers.

### **Continuous Engagement and Feedback**

Achieve Academy is committed to ensuring that all partnerships are responsive to the evolving needs and priorities of our school community. We will engage in continuous dialogue with students, staff, families, and community members through:

- Regular Surveys: Collecting feedback on partnership programs and services.
- Focus Groups: Engaging stakeholders in discussions about their needs and experiences.



- Advisory Councils: Including representatives from all stakeholder groups to provide ongoing input and guidance.
- Community Forums: Hosting events to share information and gather insights on school initiatives and partnerships.

By maintaining open lines of communication and actively seeking feedback, Achieve Academy will ensure that our partnerships remain aligned with our vision and priorities, fostering a supportive and dynamic learning environment for all.

## Site Level Goals and Measures of Progress

Goals

Action Steps

Achieve Academy is both an independent LEA and school site. All of the goals outlined in this plan are the goals we will develop and strive to accomplish in the 24/ 25 SY.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.